



## Southwest Metro Moves Forward and Gives Back



Jennifer Bock  
Director of Communications  
SouthWest Metro Intermediate District 288

Situated just outside of the bustling suburbs of Minneapolis is a 20th century brick building with a towering smoke-stack adding to Chaska's quaint downtown skyline. 401 East 4th Street sees hundreds of students each day, arriving and departing for classes that will prepare them for entering professional trades directly out of high school. These budding nurses, mechanics, farmers, and more come from over 17 school districts southwest of Minneapolis. The institution they are attending is aptly named SouthWest Metro Intermediate District 288, providing specialized programs and services to traditional school districts in Career and Technical Education (CTE), Adult Education, Care and Treatment, Alternative Education, and Special Education. By centralizing resources and sharing highly trained experts, Intermediate Districts save their member districts cost

while providing high quality programming.

While SouthWest Metro has a handful of campuses throughout the six county area it serves, the "401 Building" is home to most of the district's Career and Technical programs, including the classic Automotive Technology and Construction Technology courses.

Every year these two programs develop a hefty waitlist of juniors and seniors, eager to learn more about these growing trades. Not only do these sought-after opportunities kindle a student's interest in their own future, but they prepare a new generation of employees for the workplace and scholars for higher education. By regularly connecting with local businesses and expert professionals, SouthWest Metro ensures that its CTE courses are teaching the most current industry standards and can potentially funnel successful students into a job shortly after graduation.



See more from **SouthWest Metro**  
on Pages 8 and 11



## Independence Elementary STEM School Named 2022

### STEM Innovation Award Winner

Independence Elementary STEM School in Big Lake, Minnesota has been named the winner of the 2022 STEM Innovation Award. Principal Jona Deavel applied for the award on behalf of Independence Elementary STEM.

The STEM Innovation Award is presented in partnership between the Minnesota Elementary School Principals' Association (MESPA) and the Science Museum of Minnesota. The award gives principals the opportunity to share innovative programs and/or projects in their schools. An "innovation database," created from entries for the award, is made available to MESPA members, helping schools across the state replicate their colleagues' successes.

Independence Elementary transitioned to a STEM school in September 2019 and serves third, fourth, and fifth-grade students in the Big Lake Schools district. In spite of the interruptions from the COVID-19 pandemic, they continue to meet high expectations for engaged learning and collaboration. According to their data, during the 2020-21 school year teachers at Independence spent about 29% of class time engaged in effective collaboration with their students, a big increase from their goal of 20%.

In their application for this award, Deavel shared the following quote from a recent staff survey, "I have become a stronger teacher by incorporating more academic conversations for students, more student-led learning, and critical thinking skills. Students are more willing



to try different learning opportunities and are more willing to put themselves out there for risks in what they are learning and learning from things that don't work." The same survey reported that more than 78% of teachers at Independence Elementary STEM agree that they have seen an increase in students' abilities to critically think and problem-solve since transitioning to a STEM school.

One of the more innovative aspects of coursework at Independence Elementary STEM is the collaboration between classrooms and community partners. Every classroom teacher has a community partner, and they connect throughout the year to deliver real-world scenarios and learning opportunities to students. One classroom, in partnership with the Minnesota Zoo, researched and developed plans for a monk seal exhibit utilizing the Engineering Design Process (EDP) strategy. Students even presented the final proposal to

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PUBLISHER/EDITOR: Renee Feight  
 EDITOR: Andria Reinke  
 PAGE COMPOSITION: Andrew Clausen  
 WEBMASTER: Scott Bayerl  
 SPECIAL ASSISTANT: Allie Zacharias  
 Please direct articles, advertising, questions or comments to:

Teaching Today MN™  
 PO Box 1704  
 Eau Claire, WI 54702  
 Phone/Fax 715-839-7074  
 www.teachingtodaymn.com

Please direct all inquiries to:  
 renee@teachingtodaymn.com

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## Independence Elementary STEM School Named 2022 STEM Innovation Award Winner

Continued from Page 1

Minnesota Zoo staff members for consideration. The EDP method emphasizes critical thinking, and all teachers at Independence Elementary STEM are encouraged to frame lessons through the lens of EDP.

“STEM is not a separate thing, it’s not a separate class,” said Deavel, “STEM to us is something that happens across all content areas and in all parts of [student] learning.” Students at Independence Elementary STEM take part in three STEM courses every year, and regularly complete challenges in the school’s STEM lab. Deavel attributes the success and sustainability of the programming to the teachers and staff at Independence Elementary STEM who have worked tirelessly to successfully implement STEM-based learning and strategies into everyday lessons in all classrooms.

Independence Elementary STEM School will be recognized at the MESPA awards celebration—The MESPYS—in February.

Application information for the 2023 STEM Innovation Award will be available in summer/fall 2022.

Courtesy of Minnesota Elementary School Principals’ Association (MESPA)



biglakeschools.org



# CAREERS IN CONSTRUCTION ARE GROWING!

The construction industry employed 7,466,000 workers in March 2021, according to the Bureau of Labor Statistics (BLS). For 2020, the job titles with the highest number of employees included:

- Carpenters – 593,530
- Construction Laborers – 827,100
- Construction Managers – 235,940
- Electricians – 506,950
- Operating Engineers and Other Equipment Operators – 261,540

Construction is projected to add 296,300 new jobs by 2029. Employment is estimated to grow 4% from 2019 to 2029, about as fast as the average for all occupations.

According to the BLS, the median annual wage for all construction and extraction jobs was \$48,610 in May 2020. (For comparison, the median annual wage for all occupations was \$41,950.)

Most construction jobs are projected to grow over the next 10 years, but some have a more solid occupational outlook than others.

## The most in-demand construction jobs include:

### Construction Laborers and Helpers

Laborers and helpers do the physical work—including digging, building, unloading, clearing, and assisting craftspeople—required on job sites. Workers in these roles typically prepare job sites and clean up after work is complete. They may also operate machinery. Training for these positions comes on the job.

- Projected Growth: 5%
- 2020 Median Pay: \$37,080 per year



### Electricians

Electricians install, maintain, and repair electrical systems in both residential and commercial spaces. Training is required for this role, typically through schools or apprenticeships.

- Projected Growth: 8%
- 2020 Median Pay: \$56,900 per year

### Elevator Installers and Repairmen

Elevator mechanics install, maintain, and repair elevators, escalators, and other moving walkways and stairs. Most states require these workers to be licensed, and training for the job is typically achieved through a four-year apprenticeship.

- Projected Growth: 7%
- 2020 Median Pay: \$88,540 per year

### Hazardous Materials Removers

Hazardous materials removal workers identify and dispose of asbestos, lead, radioactive waste, and other hazardous materials. They also neutralize and clean up materials that are flammable, corrosive, or toxic. Many states require hazmat workers to have licenses or permits to handle specific hazardous materials.

- Projected Growth: 8%
- 2020 Median Pay: \$45,270

### Ironworkers

Ironworkers install the steel girders that support buildings, roads, and bridges. Typically, they learn their trade through an apprenticeship program that lasts at least three years, although some ironworkers may train on the job.

- Projected Growth: 5%
- 2020 Median Pay: \$53,210 per year



### Solar Photovoltaic (PV) Installers

Also known as PV installers, people with this job title install solar roof panels on residential and commercial buildings. PV installers learn their trade through on-the-job training, apprenticeships, or specialized coursework at a community college or technical school.

- Projected Growth: 51%
- 2020 Median Pay: \$46,470 per year

## More Construction Job Titles

### Carpenter

- Apprentice
- Carpenter
- Framing Carpenter
- Dry Wall Finisher
- Dry Wall Installer
- Plasterer
- Joiner

### Construction Laborers and Helpers

- Laborer
- General Laborer
- Painter
- Construction Worker
- Ceiling Tile Installer



### Electrician

- Apprentice
- Electrician
- Journeyman Electrician
- Master Electrician



### Elevator Mechanic

- Elevator Installer
- Elevator Repairer



### Engineer

- Assistant Project Manager
- Building Inspector
- Civil Engineer
- Superintendent
- Surveyor
- Field Engineer
- Inspector
- Planner
- Construction Engineer

### Equipment Operator

- Crane Operator
- Signal Worker
- Equipment Operator
- Heavy Equipment Operator

### Exterior Installation

- Roofer

- Insulation Specialist
- Siding Contractor
- Solar Photovoltaic Installer



### Masonry Worker

- Concrete Laborers
- Mason

### Plumber

- Master Plumber
- Plumber
- Boilermaker
- Pipe Fitter



### Site Management

- Purchasing Coordinator
- Project Assistant
- Project Manager
- Safety Director
- Safety Manager
- Scheduler
- Site Manager
- Construction Assistant
- Construction Coordinator
- Construction Foreman
- Construction Manager
- Construction Superintendent
- Construction Supervisor
- Contract Administrator
- Contract Manager
- Estimator

### Welder

- Welder
- Ironworker

*Bureau of Labor Statistics and O\*NET OnLine*



# “Physics of Home Renovation” Course Offers Innovative Opportunities at Minnetonka High School

Mary Cornelius  
Communications Specialist  
Minnetonka Public Schools

For Jaxen Iverson '21, taking Minnetonka High School's Physics of Home Renovation course during his senior year was an incredible opportunity to follow his interests and to learn in engaging and motivating ways. He was inspired to choose the class by family members with experience in the trades and by his mother, who works in home renovation. "I've been around the trades my whole life and really saw the sense of accomplishment and joy when my mom would finish a project," said Iverson.

The class, offered for the first time, during fall 2020, is an interdisciplinary two-period course that infuses physics lessons with hands-on technical construction projects, site visits with local businesses and volunteer opportunities within the community. It's just one offering from Minnetonka High School's growing MOMENTUM program, focused on design and skilled trades. The program provides opportunities for students to explore pathways in manufacturing, construction, architecture, engineering & design and engine & automotive careers.

In the Physics of Home Renovation

course, students heard from guest instructors. Students also participated in a volunteer construction project through Habitat for Humanity, where they were able to learn carpentry skills and put those skills into practice.

MOMENTUM students recently worked with the Minnesota Department of Labor and Industry to visit several trades institutes around the metropolitan area during National Apprenticeship Week. Students shared:

- "The trades are very flexible in terms of career opportunities."
- "I really enjoyed seeing all the different career paths I could take."
- "You get paid to get educated and work there and there is no student debt."

Brent Veninga is one of the program leads for MOMENTUM, as well as an instructor in the program.

"Some of the most exciting moments we have are when our students work with business professionals in our community," shared Veninga. "The subject matter experts that work with our students really make our curriculum come alive and help our students cast a vision of what they might become after graduating from high school."

Community businesses have also stepped

up to support the program. "Northern Tool and Equipment donated extensive supplies for our students to use in our new facility, and the company is helping facilitate future planning with instructors and professionals in early 2022," said Veninga.

For Iverson, being part of MOMENTUM's inaugural year is a point of pride, and he looks forward

to what the program will continue to bring to MHS. "We used applied learning, problem-solving and logic to accomplish some pretty amazing things," he said. "I think classes like this will help a lot of kids who prefer hands-on projects and critical thinking. It's a great chance for them to really succeed."

MOMENTUM's Construction Pathway will continue to expand in 2022-23 with the



Jaxen Iverson '21 and his Physics of Home Renovation class participated in a volunteer project with Twin Cities Habitat for Humanity where they learned and applied construction skills.

addition of a class titled Mathematics of Home Renovation. Styled after the Physics of Home Renovation course, the new class will provide an interdisciplinary approach to mathematics and construction.

[minnetonkaschools.org](http://minnetonkaschools.org)



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## Tiger Build



Jessica Macy, Central Minnesota  
Habitat for Humanity

At Technical High School in St. Cloud, MN, the upper level of a Habitat for Humanity family's future home is built by students and teachers each year. The project, named Tiger Build after the school's mascot, is a community affair. High school students gain valuable construction skills framing, siding, roofing, and

trimming the home. Post-secondary students complete the plumbing and electrical installations. Local companies and organizations donate money, materials, training time, and tools. The City of St. Cloud and the St. Cloud Housing and Redevelopment Authority assist with funding for lots. At the end of the school year, the

Continued on Page 6



## Sartell High School — Construction and Automotive Classes



Sarah Kleppe  
Communications Specialist  
Sartell-St. Stephen ISD 748

Sartell-St. Stephen ISD 748, located north of St. Cloud in central Minnesota, serves over 4,100 students. Sartell High School has seen an increase in student participation in Construction and Automotive classes over the past few years. The new high school building opened in the Fall 2019 and key parts of the design process included making sure students in Technology Education not only had the necessary tools and machinery, but that

their classroom experiences were conducive to hands-on learning. The District prioritized the placement of these learning spaces so that they were central and visible to all students with a goal of promoting career and technical education. It has paid off with student enrollment soaring.

### Building a House: Outdoor Education Space + Community Support

Due to the success and growing popularity of the construction program, Sartell

High School created a new level 3 Technology Education class, SabreCON, to provide an advanced, real-world experience for students.

Students in the SabreCON class are building their first home for Central Minnesota Habitat for Humanity.

The home build is taking place on a 40'x80' concrete pad on the South end of the school building to optimize protection from the elements. The building area provides a temporary foundation/level surrounding with air and electrical outlets as well as proximity to the school building for tool and material storage.

Teacher Joe Schulte shared, "It's been really nice to partner with Central MN Habitat for Humanity. It is exciting to see how this hands-on experience has impacted students' learning already this semester: their work ethic has been amazing and their craftsmanship is improving each and every day."

Central Minnesota Habitat for Humanity received a donation of a residential land parcel in Sartell so that the first-ever home build collaboration with Sartell High School will stay within the Sartell-St. Stephen ISD 748 community. Ryan and Bethany Cross, co-owners of local BCI Construction, donated an empty lot they owned in their Sartell neighborhood so the 6-bedroom

3-bath 2,112 square foot bi-level house being constructed by SabreCON students may be moved to its permanent location in the spring of 2022. The Crosses are proponents of learning through tangible experiences and thinking beyond themselves. "Skilled tradespeople are a vital asset in our community and workforce," said Bethany Cross. "SabreCON does a fantastic job engaging students in our local community to see the benefits of a career in the skilled trades. We are grateful for the opportunity to support the program as well as Central MN Habitat for Humanity."

Sartell High School is currently running 10 construction classes and has waiting lists for three sections this year. The majority of the SabreCON crew have already committed to trades apprenticeships or Technical College programs for next year.

[www.sartell.k12.mn.us](http://www.sartell.k12.mn.us)



See more from Sartell High School  
on Page 12



## Tiger Build Continued from Page 5



home is moved from the school's parking lot to its permanent site and a team of volunteers goes to work finishing the basement level and creating a welcoming yard for the future homeowners to enjoy.

The 2020–2021 school year marked the sixth build for the school. The fifth build was cut short by COVID-19 school closures in March 2020. This year, instructor Brad Salvesson and Leah Sams, Director of Secondary Curriculum and Career and Technical Education Programming, arranged for the students to continue working outside on the build despite the school building closing periodically. As a result, the students were able to continue their hands on education and a sixth family will be

served by their dedication and hard work. At the most recent home dedication, Sams expressed what this means for the students. "[Tiger Build] blesses our students with real, practical job skills that they learn making this house."

The success of the Tiger Build program resulted in partnerships starting with two more local high schools in the 2021–2022 school year. Central Minnesota Habitat for Humanity serves low-income individuals and families who demonstrate a need for safe, decent and affordable housing. These school partnerships help provide a "hand up" and meet the growing demand for affordable housing in the area. Homeownership through Habitat has several benefits — homeowners are happier, healthier, more educated and feel better about their futures. If your school is interested in a similar partnership, find your local Habitat for Humanity affiliate at <https://hfhmn.org/find-your-local-habitat/>.

### Student Quote:

*"It's a blessing to be part of – you get to help someone out. Also, it's great for experience; to learn and further our skills. And now I can see [the house] in the community, too, when I drive by." – Elliot*

[www.isd742.org/tech](http://www.isd742.org/tech)



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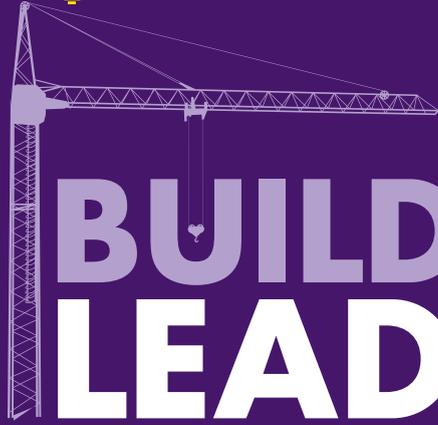
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## Construction Technology at Southwest Metro



*Jennifer Bock*  
Director of Communications  
SouthWest Metro Intermediate District 288

Just across the parking lot from the automotive bay at SouthWest Metro's CTE Hub sits a modest workshop, designed and built

by its very own Construction Technology students nearly a decade ago.

The simplicity of this space, however, is just a snapshot of the sophisticated skills the students gain while enrolled. On the same cement pad is scaffolding surrounding a small

cabin (one of three) in the process of being built this school year. In the past the program has built a 1,400 square foot house. Every year the students, with the leadership of their instructor and support from inspectors and specialists, build these homes from the ground up using donated lumber from local lumber yards. Everything from structure to electrical wiring to plumbing, the students learn

it all and are able to focus on what interests them most. At the completion of the project, the home is transported back to the lumber company to be sold with a sum of the proceeds being donated back to the program.

The course standards align with a lengthy list of organizations, including the National Association of Home Builders, Occupational Safety & Health Administration, and American Heart Association. A safety and wellness program is integrated as well, with each learner required to complete the OSHA-10 certification and the opportunity to add FirstAid/CPR training. Should an individual choose to pursue college, articulation agreements are in place.



YouthBuild — a state and national program for youth at risk of not completing their high school education — often engages learners in giving back to the community through local builds and restoration projects, such as the local baseball team's ticket booth and equipment sheds, picnic tables for charity auction, community garden beds, and more.

[swmetro.k12.mn.us](http://swmetro.k12.mn.us)



See more from SouthWest Metro  
on Page 11

## TRADES SHOW AND TELL EVENT

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### CONTACT & QUESTIONS:

Stephanie Menning | 651-288-3422 | [stephaniem@muca.org](mailto:stephaniem@muca.org)





## The Carpentry Program at STEP High School



Tim Nestrudm Carpentry Teacher  
STEP High School  
Anoka-Hennepin School District

What started out as a home improvement class in 1992 grew into the Carpentry program at Blaine High School. In 1992–93, we built fences and finished bedrooms for people in the community. The class was a success but I felt students were not getting the complete experience of building a house so in the fall of 1996 we started

to build our first house. We built the house right behind the school with the buyer to move the house to their location. Our first house was a 24' × 48', 3 bedroom rambler that changed into a 24' × 48' with a 2 car attached garage. We partnered with the Anoka Community Action Program to provide affordable housing for 3 years. When their vision changed, we began building a 26' × 52', 3 bedroom rambler and that is what we build currently. The program was moved to STEP High School in 2019. This move allowed all students

from all five high schools in the Anoka Hennepin School District to attend this class.

Each year we start the process with the students giving input on how the house should look like. The footprint size and the number of exterior windows and doors are the same each year but the finishing touches usually change with the current trends and interior walls are adjusted to fit the class's vision. It's important for the students to have ownership in the house. My class is about real-world experience. Whether they go into construction or not, I want them to have these skills and be able to do things for themselves.

Students start in the first trimester of each year with framing the floor, exterior walls, roof, shingles, house wrap and installing the exterior doors and windows. In trimester two, we finish framing the interior walls, rough-in electrical (with the help of Kurt Breeze), insulate the walls, install the vapor barrier and hang the drywall. The rough in plumbing is done by a local plumbing company. Over Spring break Advanced Drywall comes in to tape, mud and finish the drywall. Trimester three starts with painting, hanging interior doors, installing cabinets, interior trim, flooring, finish electrical and plumbing, and siding the exterior. The house is "turn-key" when the year ends.

I keep current on what students will use if they decide to go into the field of construction. Students will swing the hammer and use the nail guns. Our power tools have gone from plug in style to cordless tools. There have been some great advancements in tools over the years. There have been many changes on how a house is constructed too. Improvements in materials and installation/construction practices has gotten better with time.

Each year, once the cost has been determined, we place it on public auction with a minimum bid and the highest bidder gets the house!

2020–21 has been the only year we didn't build a house since 1995. I have the students who work on the house sign a hardhat each year, I

have 25 hats filled with signatures and one that has the word Covid on it (I hope that will be the only hardhat on my wall that isn't signed). Students had to settle for "virtually" building a house, a sad substitute but the best we could do. If students take all three semesters of Carpentry in a "normal" school year they really get the overall picture of house construction. We cover everything from construction practices, to tool safety, to materials, to work ethic.



### Student quote from Kendra Entsminger

*Some of my best high school memories were made in Mr. Nestrud's (nesty) carpentry class. One of my biggest takeaways was "The attitude that you bring to the house is the quality of work you will produce". Nesty always said "never say it's good enough" which is something I will take to all aspects of life. I learned how to layout walls and trusses, sheet and shingle a roof, set windows, drywall and mud, the list could go on and on. I learned more than I could ever fit into a paragraph and I am thankful for the class and all it has to offer. I also want to say that Nesty made my high school years memorable and fun. I am going to miss him after I graduate but I have a headful of memories I will forever cherish.*

## Youth Skills Training Program



The Youth Skills Training (YST) program encourages, promotes and supports the development of local partnerships between schools, employers and community organizations. These local partnerships provide students with related classroom instruction, safety training, industry-recognized credentials and paid work experience in high-growth and high-demand occupations in the industries of advanced manufacturing, agriculture, automotive, health care and information technology. Successful applicants will demonstrate the ability to achieve these objectives through various means including outreach, education, training and supportive services for students.

### YST@DLI program approval

Programs must be approved prior to students starting paid work experience. Download program approval forms at <https://www.dli.mn.gov/yst>

Programs are not required to be a YST grant recipient to become an approved YST program.

### Program guide

The Youth Skills Training Program Guide provides resources to create a new Youth Skills Training program or enhance an existing program. Find it here <https://www.dli.mn.gov/yst>

### The fifth round of Youth Skills Training grants will open Jan. 18, 2022.

- Grant funds can be used for marketing, recruitment, training, transportation, student certifications and personnel to manage a program. Grants cannot be used to pay student wages.
- \$1 million in grant funding available.
- Grants are used for the implementation and coordination of YST programs.

### Grant timeline (round five)

- Jan. 18 to Jan. 31, 2022: Letter of Intent accepted
- Feb. 7 to March 4, 2022: Grant applications accepted
- April 12, 2022: Grantees announced
- July 1, 2022, to June 30, 2024: Performance period

Contact Rich Wessels, project manager, [rich.wessels@state.mn.us](mailto:rich.wessels@state.mn.us) or 651-284-5184 or Katherine Fischenich, program specialist,

[katherine.fischenich@state.mn.us](mailto:katherine.fischenich@state.mn.us) or 651-284-5341

For more information see <https://www.dli.mn.gov/business/workforce/yst-grant>

In late February, Minnesota's Governor announced the 2021 Youth Skills Training grants — a total of 11 partnerships across the state to develop and implement paid-learning opportunities for students 16 years of age and older.

YST@DLI grants will be awarded to the following 11 partnerships, which will receive and split \$1 million in funding. The partnerships represent over 30 school districts and more than 80 employer partners in advanced manufacturing, agriculture, automotive, health care, and information technology.

[www.ahschools.us/step](http://www.ahschools.us/step)



- American Nursing and Technical Institute
- Boys and Girls Clubs of Central Minnesota
- Burnsville Public Schools
- Eastern Carver County Schools
- Elk River Area Schools
- Hibbing Public Schools
- Hutchinson Public Schools
- Marvin and Warroad High School
- Southeast Service Cooperative
- White Bear Lake Area Schools
- Winona Area Chamber of Commerce

Grants can be used to create programs, recruit students and employers, provide training, transport students, and pay for student certifications.



## Heavy Duty Truck Technology at ISD 917

Tom Ledoux  
Intermediate District 917

The Heavy Duty Truck Technology program, taught by Tom Ledoux at Intermediate District 917, has much to offer throughout the year. Students learn entry level employment skills, get a good overview of the physical demands for this job, learn the importance of troubleshooting a failure to perform the correct repair, demonstrate proper repair documentation and use their analytical thinking skills as needed. These are all things that they will need to be successful in diesel engine and heavy duty truck technology careers.

Specific tasks that students perform are diesel engine and heavy duty truck component identification and terminology, systems overhaul of various parts of a semi-truck diesel engine and drivetrain components, vehicle safety inspections, heavy truck engine troubleshooting diagnostics and preventative maintenance procedures. The different welding procedures that are practiced cover Oxygen - Acetylene welding and torching, Wire Feed (Mig) on steel and aluminum including 120 volt and 480 volt welders, Arc welding and plasma cutting. Basic forklift inspections and operation as well as after passing on the simulator students with a driver's permit or license may have an opportunity to drive a diesel-powered semi and drive with a trailer if they do well with the truck. Curriculum covering

smaller heavy equipment repair and operation and other small gas and diesel engine powered equipment is also offered.

Career opportunities in The HeavyDuty Truck/Diesel Fields right now are surging. The stigma attached to people in these careers as grease monkeys are long gone. With technologies like automatic manual transmissions, autonomous vehicles, collision avoidance, electrical multiplexing and intelligent vehicle systems today's mechanic is called a technician who has to be well versed in the mechanical, electrical and numerous computerized systems to keep those trucks running safely down the road.

### Total Auto at ISD 917

More into cars? Our Total Auto Care program, taught by Tony Vilelli and supported by Danny Hoffman combines both automotive repair, auto body and welding that is related to these areas. Students perform all types of services and repair in the automotive industry, focusing on safety, maintenance, tires, brakes, steering systems, suspension systems and alignments with modern equipment. Testing of computer control emission systems along with heating and a/c systems with state-of-the-art equipment is presented. Students repair automotive bodies, fenders and frames. Metal straightening, shaping, rust repair and spot painting. Skills in welding with oxy/acetylene gas, mig welding and plastic



welding, along with cutting with oxy /acetylene gas and plasma cutting will be performed. Applying and finishing plastic fillers and fiberglass repairs. Primers, paints and vehicle detailing will also be performed.

"We feed the 3 big programs at the technical college: Auto Body, Auto Repair, and Welding each year. We try to run as close to a real-world auto shop as possible," said Tony. "Working with kids and seeing them in college or on the job within the transportation industry is my biggest thrill."

Intermediate District 917 also offers Computer Networking, Computer Repair, Computer Gaming, Fundamental Chef, Constructions Trades, Medical Careers, Mechatronics, Career Exploration and Graphics Programs.

For more information contact Tom Ledoux — [Thomas.ledoux@isd917.org](mailto:Thomas.ledoux@isd917.org) (651) 423-8334

[www.isd917.org](http://www.isd917.org)



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## Automotive Technology at SouthWest Metro

Jennifer Bock

Director of Communications

SouthWest Metro Intermediate District 288

SouthWest Metro's Automotive Technology courses give students hands-on experience in engine performance and repair, transmissions, drive train, suspension and steering, electrical systems, and heating and air conditioning. Riley, a Shakopee High School graduate, likes that "it's more advanced than most high school programs. It helps you get a step forward in mechanics and there's always something new to learn and always something to do."

The automotive facilities consist of a lab along with classroom and storage space including a separate tool room and storage room where equipment is secured. The lab has four garage doors that can accommodate approximately six full-sized vehicles. There are three car hoists, one of which is an alignment rack.

SouthWest Metro follows Automotive Service Excellence (ASE), the industry standard, and updates the program every five years to maintain that certification. In addition, all CTE programs, syllabi, and curriculum need to get approval from the Minnesota Department of Education when a new course is added, a new teacher is hired, or every 5 years.

Beyond the standard coursework, the program prepares students for ASE Entry Level Certifications and they receive up to 11 articulated credits to various Minnesota college automotive programs. Communication is key within these partnerships to ensure that the high school content is aligned with current and relevant content needed by the industry. The program has an industry advisory board for this purpose and they are required to meet two times per year.

Soft skills, employability skills, and leadership skills are embedded into both programs. Our industry partners say that these are often time more important than the technical skills. Both programs are members of SkillsUSA, which is a career and technical student organization where these skills are reinforced and taught throughout the year.

SouthWest Metro Intermediate District is always looking to expand CTE offerings depending on the fluctuation of interest in different career fields and pilot fledgling programs with the changing professional landscape. Just in the 2021-2022 school year were Drone Operation, Small Engine Repair, and Video Production launched as potential choices at Dean Lakes Education Center, SouthWest Metro's newest campus in Shakopee. Additionally, next year the district is promoting Residential Electrician courses in



the high-wage construction industry. Even if a student ultimately declines to pursue the career path that their chosen course is directed toward, the experience gained is invaluable. To be able to produce tangible results on a project and spend time away from a desk and screen is a disruption in routine that never fails to ignite a spark in the youth that attend CTE classes.

For more information, visit [swmetro.k12.mn.us](http://swmetro.k12.mn.us) or contact Mike Opp, Career and Technical Education Coordinator ([mopp@swmetro.k12.mn.us](mailto:mopp@swmetro.k12.mn.us)) (952) 567-8017

[swmetro.k12.mn.us](http://swmetro.k12.mn.us)



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## Automotive Diagnosing and Repairing: Onsite Repair Shop + Community Partnerships



*Sarah Kleppe*  
Communications Specialist  
Sartell-St. Stephen ISD 748

Sartell High School runs four automotive sections throughout the year, with females comprising about one-third of the 150 students signing up for the year. Students learn about

various types of vehicle maintenance including brake systems, electrical systems, steering/suspension systems, drivetrain systems, and guidance in buying and selling cars. Students may also take our Small Engines course to learn the basics of lawn mowers, powersports equipment, and handheld equipment.

In a state-of-the-art onsite repair shop/garage, students have access to the latest technology. The Mechanics Lab has five vehicle bays with five vehicle lifts. Each student group has their own tool box and works daily on their vehicle or equipment. Students utilize a full complement of tools, including scan tool technology, to diagnose vehicle issues. Through hands-on learning and community partnerships, students learn about undercar and underhood systems, diagnose problems on vehicles, and solve drivability issues...all skills that are transferable to the real world.

### Community Partnerships

- An auto & truck center in nearby Rice — donates vehicles for students to work on to learn basic automotive systems, simple repair and maintenance procedures, and diagnose problems on running/non-running vehicles.
- A Ford dealership in nearby St. Cloud — provides access to an online training program that employees use to advance in their careers.
- A local technical & community college — offers college level courses through their Discovery Program

Assistant Superintendent Kay Nelson said, “We are extremely excited and proud of these program offerings that our students have

the opportunity to be part of. Our teachers are world-class and their passion and enthusiasm are the reason our programs are growing and thriving. It is truly an inspiration to observe these student experiences and see the level of engagement that is being fostered in the trades industry.”



[www.sartell.k12.mn.us](http://www.sartell.k12.mn.us)



## Minnetonka High School's MOMENTUM Program Expands to Offer Automotive Opportunities



Renderings (above and at right) of the automotive garage and flexible classroom spaces in the new MOMENTUM expansion at Minnetonka High School. It opens in January 2022.

*Mary Cornelius*  
Communications Specialist  
Minnetonka Public Schools

Spring classes at Minnetonka High School begin in late January, and the new semester will bring opportunities for students to experience automotive courses like never

before. A 10,300-square-foot, state-of-the-art addition has been completed at the High School, adding a four-car automotive garage and flexible maker-space classrooms for Minnetonka's MOMENTUM program.

MOMENTUM is a signature program offering students pathways to explore design and skilled trades. It began in fall 2020 as a reimagining of the High School's technical education department and now offers opportunities for students to focus on manufacturing, construction, architecture, engineering & design and engine & automotive careers.

“MHS is a school of opportunities where we work to help each student find their passion and place,” said Principal Jeff Erickson. “MOMENTUM, in particular, is a way for students to broaden their horizons and apply their learning to real life scenarios.

Four sections of the Automotive Investigations course will run this spring, demonstrating an exceptional amount of student

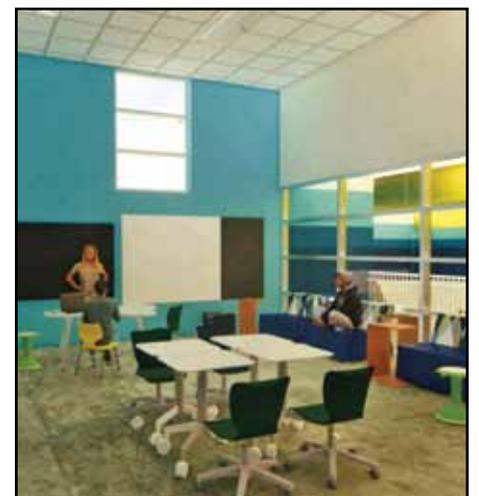
excitement and buy-in for the new pathway. Automotive Investigations is an introductory course that will give students a broad view of opportunities in the field.

“The course will accomplish two things,” said Lee Berger, the automotive instructor for MOMENTUM. “First, it will give students a lens into what transportation industry jobs entail. Beyond working on cars, there are careers in parts, sales and more within the auto industry. We want to make sure students are aware of the opportunities. Second, the course will give them a sampling of what automotive training is like. It will serve as a springboard for higher-level classes that students can take to do a deeper dive into the field.”

Lee brings more than 20 years of automotive teaching experience to Minnetonka and is excited to help build the new program pathway. Next year, seven new MOMENTUM courses will be added to the High School's extensive course catalog, including Automotive Braking Systems, Automotive Electrical/Electronic Systems, Automotive Engine Performance, Automotive Steering and Suspension Systems and Automotive Career Investigation to round out the automotive offerings.

The higher-level courses will not have a required sequence; students will be able to take them in any order, according to their interest, after completing Automotive Investigations.

As the program grows, Berger looks



forward to continuing to develop relationships with automotive businesses in the community. “In my professional opinion, having good community connections is critical to offering the maximum value to students. Those are certainly going to be developing over time and will be an important part of our program,” said Berger.

To learn more, visit <http://www.minnetonkaschools.org/MOMENTUM>

[minnetonkaschools.org](http://minnetonkaschools.org)





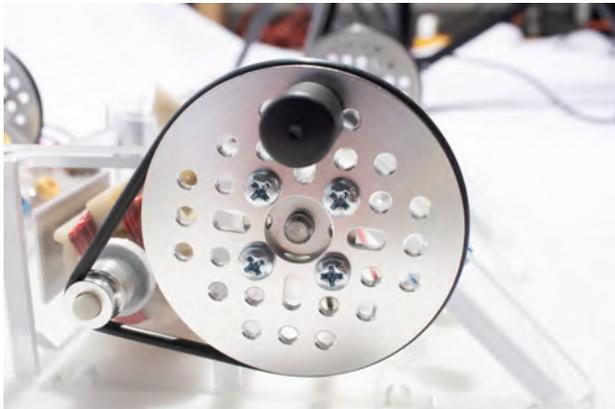
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# Bemidji Career Academies

Brian Stefanich, Solway Elementary Principal  
Bemidji Career Academies Director  
Bemidji Area Schools

The purpose of the career academies is to equip high school students with the skills necessary to obtain high-skilled employment in an identified career field and is a top priority for Bemidji Area Schools! Through our community's business and industry collaboration (over 70 financial partners and growing) and coursework design, Bemidji Career Academies allow students the opportunity to obtain knowledge and skills necessary to thrive in today's workforce. Bemidji Career Academies will prepare students to move forward with obtaining high-skilled employment and aim to retain and attract talent within the Greater Bemidji area. Academy students are given opportunities to assess their skills and talents as they pertain to the world of work, build skills transferable to the workplace by taking courses specific to their chosen Career Academy, access free college courses while in high school, and have the opportunity to participate with community businesses who provide invaluable "real world" workplace experience.

## The Automotive Technology Career Academy

The Automotive Technology Career Academy is a skills/aptitude based program designed to prepare graduating students with knowledge, skills, and hands-on experience to help prepare them to work in the fast-paced and rapidly changing field of automotive technology. Credits earned in this program will help the graduate enroll in a two-year Associate of Arts program or in an industry recognized course of study such as NATEF, AYES, or ASE certification to prepare them for a career in automotive technology or diesel mechanics. There are 59 students in grades 9-12 registered for the Automotive Technology Academy

**Required High School Courses:** • Automotive Technology I • Brake Systems •

Steering and Suspension • Automotive Electrical • Engine Performance • Work Seminar • Real World Experience



Our students are fortunate to be able to intern at three different Bemidji Service stations to learn from their automotive technicians through mentorship. Later this month, we'll be taking over 80 Bemidji High School Automotive students on a tour of the three services centers along with a tour of the automotive department at a nearby technical college.

## The Aerospace Technology Career Academy

The Aerospace Technology Career Academy is a skills-based program designed to prepare graduating students with basic knowledge, skills, and hands-on experience to help prepare them to work in the fast paced and rapidly changing world of aerospace sciences. Credit earned in this program will help the graduate enroll in a two- or four-year program at an institution of higher learning offering aerospace technology. There are 36 students in grades 9-12 registered for the Aerospace Engineering Academy

**Required High School Courses:** • Aero-

space Engineering • Robotics • Principles of Engineering • Work Seminar • Real World Experience



Our students in the Aerospace Academy meet on site at Bemidji Aviation once a month to explore and learn about the careers available in aviation from the professional staff at Bemidji Aviation.

### Student testimonial

*The Bemidji High School Career Academies gave me the opportunity to do internships at both a manufacturer of residential and commercial garage doors and a heating and refrigeration company, and to learn about aircraft with the Bemidji Aviation Exploration*

*Program. At the door manufacturer, I shadowed the engineering and maintenance departments, and this gave me a better understanding of what a job in these fields entails. I had the opportunity to learn about the manufacturing process, look at machine code, attend productivity and safety meetings, collect data on the efficiency of one of the manufacturing lines, and even help build and test a prototype for a new machine that would automate the transport of heavy door sections. At the heating and refrigeration company, I learned how to turn sheet metal into ducts and how to take apart appliances in order to recycle their copper parts. This hands-on work helped me better understand the way these appliances function. With the Bemidji Aviation Exploration Program, I am learning about the way that airplanes function through guided lessons in which we look at individual airplane parts and learn about how they fit into the whole. The Career Academies gave me the chance to learn about career paths in engineering, manufacturing, maintenance, and aviation through hands-on work with knowledgeable individuals and to gain skills that will be helpful to me when pursuing my future career.*

— Alya Nimis-Ibrahim, Class of 2023

[www.bemidji.k12.mn.us](http://www.bemidji.k12.mn.us)



## New Partnerships and Real-World Experiences

We are excited to partner with two new programs this year! Through our Minnesota Department of Labor grant and program -Youth Skills Training (YST) - we've been able to offer students paid internships in the areas of manufacturing, healthcare, automotive technology, information technology, and agriculture. We currently have eight students interning in manufacturing at four different plants, three in Automotive Technology at three different service centers and two in healthcare at a nursing home.

We've also been able to partner with the Boy Scouts and their director, Brad Olson, to implement their Exploring Program posts in businesses aligned with nearly all of our

academies! Exploring provides exciting activities and one-on-one mentorship for youth looking to discover their future. It is a non-profit, nationwide program for students age 14-20 looking for hands-on, real-world experiences in ANY career field. In partnering with the Exploring program, we are able to provide real-world training opportunities for our students in the community, once a month on site of our business partner's companies learning from their employees. In many cases, the Exploring monthly meets lead into paid internship opportunities for our students. Our goal is to be able to have a post associated with every academy.



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# Johnson Aerospace and Engineering High School

Scott Shaffer, Instructor  
Johnson Aerospace and Engineering High School

The aerospace program at JHS was established in 2013. The program was created to offer students a new class that was unlike any other in the state, or many in the country (still to this day). Through SPPS allocated funds as well as generous support from area businesses and organizations, the Flight Simulator Lab opened for students in the 2014-15 school year. Originally comprised of seven simulators, we added two virtual reality (VR) stations which were joined recently by 4 more. We have new computers to run the latest flight simulator software (which are amazing). In the summer of 2020, Flight Simulator 2020 was released after a 14-year hiatus. However, due to the supply chain and manufacturing issues with computer graphics cards, we haven't been able to add the new simulators or make the software upgrade.

Students take the initial class in their 9th grade year, typically. The class is an "ab-initio" course, meaning we take them from zero hours and introduce them to the world of flying very quickly. Typically, on the second or third day of class, we are exploring the islands of the Caribbean Sea, followed by a trip home to St. Paul to check out our school and local sights. We have five dual-seat simulators allowing for a pilot/co-pilot experience, and two single seat (military



style) simulators that are half-sphere in shape and gives a very immersive experience. The third student in the group is the "air traffic controller" and sits on the opposite side of the classroom controlling the simulator, moving them to different locations, etc. All students are connected via real aviation headsets and allows them to talk to each other. Our simulators currently run Prepar3D, an upgraded version of Microsoft Flight Simulator X.

There are two teachers in the JHS Aerospace program. Scott Shaffer has been at Johnson High School since the inception of the flight program, and Rob Mason joined in 2017. Both

Scott and Rob are licensed pilots. Scott holds a Private Pilot license as well as multi-engine certification since 1995. Rob is also a Private Pilot, and is the proud owner of a Cessna 150 that is hangared at Lake Elmo Airport. Rob has over a decade of aviation experience, beginning his career as a Flight Attendant in 2008, and has worked in various positions as well. Rob also holds English licensure and has taught English at JHS in the past.

Our Aerospace courses are closely aligned with the Engineering and Manufacturing pathway programs at JHS. Upon entrance to JHS, students choose a pathway, either Engineering, Aviation, or Manufacturing, and take courses based on those selections throughout their high school career.

If students decide to continue in the Aviation program, they will enroll in Aviation II and III. These courses are accelerated, advanced, and allow students to experience flying in all types of weather, emergencies, and learn rules and regulations of flying. Recently, we have begun teaching drone pilot curriculum in the Advanced classes, using student iPad apps as supplements. Upon completion of Aviation II, students should have gained enough knowledge to pass the FAA Drone Pilot certification exam and the FAA Private Pilot Written exam after Aviation III.

James Hanley, a student at JHS, recently received his Private Pilot certificate on his 17th birthday, the day he was eligible. His testimonial about the program is as follows:

*My name is James Hanley and I am a junior at Johnson Senior High. I live in the Highland Park neighborhood on the other side of town. While I could go to my local high school that is 5 minutes away, I chose to commute 60 minutes to Johnson for one reason: The flight sim lab. I have always loved all things aviation and it has been my goal to fly for a living. I was overjoyed to hear about the facilities inside Johnson while I was in middle school. When I took a tour of JHS, I fell in love. Having the added knowledge and experience I learned in the aviation classes helped me earn my private pilot's license in the 2nd half of 2020; I passed my checkride on my 17th birthday.*

*I never thought that such amazing equipment would be readily available to me. Not to mention that taking the associated courses would help me with my private pilot's license study and give me credits towards graduation. I didn't think that it could get any better until the virtual reality sims were set up. These pieces of technology are even more amazing than I imagined. They make you feel like you are really in the cockpit! Given the proper certifications, these could be easily upgradeable to be used to log hours towards your license, saving the students lots of money.*

*Money is in my opinion the largest hurdle in getting your pilot's license. I worked 2 jobs over the summer to afford flying twice a week. I paid \$125 an hour for the plane and \$70 an hour for my instructor, and that is on the lower end for the area. Multiply those by a minimum of 40 hours of flying and 20 hours of instruction and it becomes a HUGE number. With courses like ground school, which can cost upwards of \$200 available for free, this program already helps reduce that hurdle. If an airplane and instructor are made available at low cost or even free to those who need it, this eliminates that hurdle. While the need for pilots has subsided, for now, it will not go away. Affordable training will for sure allow people who want to become pilots, but never had the financial means, to do so.*

*Mr. Shaffer and Mr. Mason are very unique educators. They are not only engaged teachers, they are ambassadors for the aviation industry. Starting with nothing, they assembled hardware and wrote a curriculum, in turn making one of the best high school aviation programs out there. They both are excellent ambassadors for aviation: passionate and determined to help others achieve their goals. Overall, I couldn't imagine a better program to be a part of, it has made me a better student, and the pilot I've always dreamed of becoming. I cannot wait to see where this fantastic team takes this program next.*

Our vision for the future includes the acquisition of a training aircraft, hangar space at STP airport, and the creation of a training program to allow students to complete their courses at school for the first half of the day and come to the airport to fly for the second. Students are eligible for their Private Pilot certificate at age 17. We now have 2 private pilot students in our school after having gone through our program. We've also begun working with a Twin Cities flight training school to help get our aviation students flying. They are working on a Zero Flight Time to Airline Pilot program and we're collaborating with them on being able to get sponsors to help support our students with the costs of such a program.

I also encourage you to watch this short SPPS spotlight on our flight program.

[www.youtube.com/watch?v=789yzDO6e9I&ab\\_channel=SaintPaulPublicSchools](https://www.youtube.com/watch?v=789yzDO6e9I&ab_channel=SaintPaulPublicSchools)



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- Logistics Coordinator Jobs
- Logistics Manager



- Logistics Specialist
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- Materials Control Manager
- Materials Handler
- Materials Handling Supervisor
- Materials Planner

- Merchant Mariners
- Motorboat Operator



- Motor Racer
- Operations Manager
- Packaging Engineer
- Pilot
- Production Scheduler
- Public Transportation Inspector
- Rail Car Repairer
- Railroad Brake Operator
- Railroad Conductor
- Railroad Yard Worker
- Rail Yard Engineer
- Refuse and Recyclable Material Collectors



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- Scheduler
- Shipping and Receiving Clerk
- Shipping and Receiving Supervisor
- Shuttle Car Operator
- Streetcar Operator
- Subway Operator
- Taxi Driver
- Top Distribution Executive

- Top Inventory Control Executive



- Traffic/Rate Analyst
- Traffic Clerk
- Traffic Director
- Traffic Manager
- Traffic Supervisor
- Train Crew Member



- Transportation Director
- Transportation Manager
- Transportation Planner
- Transportation Supervisor
- Travel Coordinator
- Travel Manager
- Truck Driver Supervisor
- Van Driver
- Yardmaster

*Please note: This represents a broad and not conclusive list of careers within the world of transportation*

# Apply for a Grant



## ecoTech Grants

The Captain Planet Foundation (CPF) is offering grants to support inquiry-based projects in science, technology, engineering, and mathematics (STEM) fields that leverage technology or use nature-based designs to address environmental problems in local communities. Ideal projects are youth-led, project-based, and integrate technology to address an environmental problem that results in real, demonstrable environmental outcomes.

Grants up to \$2,500 are awarded.

**Deadline:** Applications are accepted March 15 through July 15 and September 15 through January 15, annually.

**Website:** [captainplanetfoundation.org/grants/ecotech](http://captainplanetfoundation.org/grants/ecotech)

## Project Lead The Way STEM Grants

In partnership with leading US companies and foundations, PLTW provides prekindergarten through grade 12 school districts and schools with grant opportunities to support implementation or expansion of PLTW programs.

**Deadline:** Applications are accepted on a rolling basis from July 1–June 30, annually.

**Website:** [www.pltw.org/experience-pltw/funding-and-grant-opportunities](http://www.pltw.org/experience-pltw/funding-and-grant-opportunities)

## Society of Aviation and Flight Educators Grants

The Society of Aviation and Flight Educators, Inc. (SAFE) is offering four grant awards designed to encourage kindergarten through grade 12 classroom teachers to incorporate aviation-themed lessons into their normal curriculum. Grants may be used to design an aviation-themed classroom unit or complete an aviation-themed project.

Grants of \$550 each are awarded.

**Deadline:** Applications due Aug. 31, annually.

**Website:** [www.safepilots.org/programs/k-12-classroom-teacher-grant](http://www.safepilots.org/programs/k-12-classroom-teacher-grant)

## Toshiba America Foundation Grants For Elementary Level Teachers (K–5)

Grants offered to elementary-level teachers for projects that focus on innovative ideas for improving science, technology, engineering, and mathematics (STEM) learning in the classroom. Projects should have measurable outcomes and make learning fun for students.

Grants up to \$1,000 are awarded.

**Deadline:** Applications due Oct. 1, annually.

**Website:** [www.toshiba.com/taf/k5.jsp](http://www.toshiba.com/taf/k5.jsp)

## Toshiba America Grant Program for 6–12 Science and Mathematics Educators

Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students. The foundation seeks to support teachers by providing funds to support classroom projects. The foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms. Successful projects tap into the natural curiosity of students, enable students to frame their own scientific questions, and incorporate the expertise of community partners. Applications must be for project-based learning.

**Deadline:** Requests for grants less than \$5,000 are due March 1, June 1, September 1, and December 1, annually. Requests for grants of more than \$5,000 are due May 1 and November 1, annually.

**Website:** [www.toshiba.com/taf/612.jsp](http://www.toshiba.com/taf/612.jsp)

## Spirit of Ramanujan STEM Talent Initiative

The Spirit of Ramanujan STEM Talent Initiative is an outreach effort to find and encourage undiscovered science, technology, engineering, and mathematics (STEM) talent in the United States and worldwide. (The initiative is named for Srinivasa Ramanujan, a self-taught mathematical genius of the early 20th century whose formulas are still studied today.) The program is intended for promising individuals who excel in the STEM subjects but lack traditional institutional support through grants and mentorship opportunities. Funding through this program provides grants to participate in established research programs or to engage in individual research with an approved sponsor.

Grants up to \$5,000 are awarded.

**Deadline:** Applications are due April 30, 2022.

**Website:** [spiritoframanujan.com/home](http://spiritoframanujan.com/home)

## Community Grants for Sustainable Schoolyard Gardens

Just Energy Foundation awards grants to volunteer organizations to support creation of sustainable schoolyard gardens. Organizations partner with qualified schools to develop gardens through the effort of volunteer community members and students working together. The foundation emphasizes educational and mentoring programs that have a current and future outlook for youth. Education and care for the environment are project priorities.

**Deadline:** Grant requests are accepted on a rolling basis.

**Website:** [www.justenergyfoundation.com/Nonprofit-Organization-Funding-Application/Forms](http://www.justenergyfoundation.com/Nonprofit-Organization-Funding-Application/Forms)

## Education Grants, Verizon Foundation

The Verizon Foundation supports kindergarten through grade 12 education in science, education, technology, and mathematics (STEM); and domestic violence education and prevention for youth, women, and older adults.

**Deadline:** Applications are accepted year-round.

**Website:** [www.verizon.com/about/responsibility/grant-requirements](http://www.verizon.com/about/responsibility/grant-requirements)

## Amber Brown Grant

The Society of Children's Book Writers and Illustrators (SCBWI) offers the Amber Brown Grant to commemorate author Paula Danziger. The grant is awarded annually to one school and includes a visit by a children's book author or illustrator to encourage children and youth to read and connect them with creative influences.

The winning school receives a visit by an author or illustrator, a \$250 stipend, and \$250 worth of books by the visiting author or illustrator.

**Deadline:** Applications are accepted November 1 through April 15, annually.

**Website:** [www.scbwi.org/awards/grants/amber-brown-grant](http://www.scbwi.org/awards/grants/amber-brown-grant)

## Music Education Grants

The Mockingbird Foundation, Inc. offers grants to public schools and nonprofit organizations to support projects in music education. The primary focus is students, ages 18 and younger, with particular interest in projects that target underserved children.

**Deadline:** Initial inquiries are accepted year-round.

**Website:** [mbird.org/grants/apply](http://mbird.org/grants/apply)

## Contests and Other Items of Interest

### Science and Engineering Apprenticeship Program

The Science and Engineering Apprenticeship Program (SEAP) provides an opportunity for students to participate in research at a Department of Navy (DoN) laboratory during the summer. Participating students spend eight weeks during the summer doing research at DoN laboratories. The competition is open to high school students who have completed at least grade 9 and are US citizens. A graduating senior is also eligible to apply. Applications must be submitted online.

For new participants, stipends are \$3,500

for eight weeks, and \$4,000 for returning participants.

**Deadline:** Applications due Nov. 1, annually.

**Website:** [seap.asee.org/program\\_details](http://seap.asee.org/program_details)

### World of 7 Billion Student Video Contest

Population Education is sponsoring a video contest open to all middle and high school students in grades 6 through 12. Contest entrants create a short video of 60 seconds or less that illustrates the connection between population growth and one of the three following global challenges: (1) agriculture and food; (2) urbanization; and (3) ocean health. All videos must include how population growth impacts the issue and provide at least one idea for a sustainable solution.

For high school, one first prize of \$1,200; one second prize of \$600; and two honorable mentions of \$300 are given for each listed global challenge, for a total of 12 prizes. For middle school, one first prize of \$600 and one runner up prize of \$300 are given for each listed global challenge for a total of six prizes.

**Deadline:** Entries are due February 25, 2022.

**Website:** [www.worldof7billion.org/student-video-contest](http://www.worldof7billion.org/student-video-contest)

### Statistics Project Competition

The American Statistical Association/National Council of Teachers of Mathematics Joint Committee on the Curriculum in Statistics and Probability and the American Statistical Association's Education Department encourage students and their advisors to participate in the annual Project Competition. Entries may be submitted by students in grades 7 through 12. Students may work individually or in teams. The maximum number of students per team is four.

**Deadline:** Projects are due June 1, annually.

**Website:** [www.amstat.org/asa/education/ASA-Statistics-Project-Competition-for-Grades-7-12.aspx](http://www.amstat.org/asa/education/ASA-Statistics-Project-Competition-for-Grades-7-12.aspx)

### International Interdependence Hexagon Project

The International Interdependence Hexagon Project is a visual arts opportunity for young people aged four to 18 worldwide to explore global themes, issues, and ideas in school. The project asks students to create art within the interlinking shape of a hexagon, a metaphor for interconnectedness. Any art form in a variety of media, such as a drawing, painting, collage, print, digital, and relief sculpture, is acceptable as long as it can be displayed on a plasterboard gallery wall or on a pedestal or floor. There is no limit on the number of entries. Individual or collaborative works may be made up of singular or multiple hexagons and considered in a single entry.

**Deadline:** Entries are due June 30, annually.

**Website:** [hexagonproject.org](http://hexagonproject.org)

# Minnesota Rural Educator Awards 2021

## Educators of Excellence Award

MREA presents the Educator of Excellence Awards to recognize, reward, and promote excellence in education that achieves the highest outcomes for Greater Minnesota students. This award honors inspiring educators who demonstrate:

- Positive impact on students and student achievement
- Leadership in the school, district and community
- Innovative and creative instructional practice that impact all students
- Collaborative efforts with fellow educators, parents, families and the community

[www.mreavoice.org/awards](http://www.mreavoice.org/awards)

## English Teacher Takes a Unique Approach to Development



**Dr. Jackie Stevens**

*Dr. Jackie Stevens has taken professional development and made it desirable. The impact has changed the whole district.*

### Mora High School

Not only does Dr. Jackie Stevens bring enthusiasm and energy to her classroom, she brings a love of forever-learning to her district in ways that are both unique and impactful. With a focus on staff development, students at Mora High School see that learning doesn't end at graduation, it's a life-long process and their educators are still investing in learning to be better every day.

"Dr. Stevens is one of the most amazing educators I've ever met," said Brent Nelson, Mora High School's Principal. "Jackie has taken staff development and made it something our staff looks forward to, rather than rolls their eyes at."

### A Fresh Approach

In addition to her role as an English teacher, Dr. Stevens leads the professional development efforts at Mora High School, always bringing her enthusiasm and energy for education to the district in different ways.

"I feel really proud when I think about the work I've done with staff development," Dr.

Stevens said. "I wanted it to be something where you can't get away from it because it's in the bathroom," Stevens says, referring to her "Potty PD" signs that are up in each staff restroom. The Potty PD (Personal Development) posters highlight professional development tips, issue classroom challenges, and provide inspiring ideas on how to go further as an educator.

The staff at Mora High School has welcomed the professional development, and Nelson cites that they have less absenteeism on Staff Development days than previously since Stevens took over. "She's always going the extra mile for our staff, and it's definitely noticed," Nelson said.

### Dedication to Learning

Dr. Stevens lives and breathes education — quite literally, as she lives in a former schoolhouse in Mora. She's fueled by her students and colleagues and is driven to help them be their best and do their best for each other and the community.

"We are in the business of learning, and if we are not all continuous learners ourselves, then we're not going to be doing a great job for our own learners in our classrooms," Dr. Stevens says. "We're creating a culture where professional development is expected and enjoyed and we all want to keep learning more," Stevens says. "When staff says 'this was really valuable, this made me think about things in a different way, or can we do this again please' that is so exciting to me."

MREA honored Stevens as a 2021 Educator of Excellence for her innovation, collaboration and unwavering commitment to get results for her students.

[www.moraschools.org](http://www.moraschools.org)



## Teacher Engages Students Through Unique Experiences

*Howard Van Otterloo gives students the chance of a lifetime.*

### Janesville-Waldorf-Pemberton High School

Howard Van Otterloo makes learning about social studies fun in Janesville-Waldorf-Pemberton High School. But more than learning, his students notice that he cares for them — genuinely cares.

"There have been times I've fallen behind in my grades and he's reached out personally to make sure that everything is okay and that I'm doing okay mentally," said Lilli, a student of Van Otterloo's.

### Not About a Good Grade

Van Otterloo believes teaching is an art, not a science. "Teaching," he said, "is about seeing a kid struggle in class and just sit down to talk to them for a while." Van Otterloo jokes that a few years ago, one of his students told



**Howard Van Otterloo**

him he was like the 'school dad.' Van Otterloo says he's more than okay being the school dad, because it's all about relationships.

"Students appreciate his genuineness and authentic approach. The content comes secondary to helping them fulfill whatever dreams or aspirations or goals they want to fulfill for themselves," says former Superintendent Kurt Stumpf.

### Traveling 48 States

Second only to his personal approach for teaching, Van Otterloo is known in his district (and across the state) for his history trips throughout the United States. As a matter of fact, parents join the waiting list years ahead of time to chaperone the trips.

Van Otterloo pours his heart and time into these trips, organizing memorable learning experiences for students. He's separated the country into five areas, and has found a way to help high schoolers visit 48 states before they graduate if they go on all five of his trips.

Students say the trips help them get a different perspective on life. They see the way other people in other parts of the country live, and they come back with a better understanding and new perspective for their own lives. "They come away with a much more well-rounded idea of America, and that's really all you can do as a teacher is try to get people to see things in other people's eyes," Mr. Van Otterloo says.

MREA honored Van Otterloo as a 2021 Educator of Excellence for his innovation, collaboration and unwavering commitment to get results for his students.

[www.isd2835.org](http://www.isd2835.org)



## Students Gain Real-Life Skills

*Kristen Schwarz invests in students, relationships, community.*

### Fisher High School

Kristen Schwarz was born and raised in Fisher, graduating from Fisher High School



**Kristen Schwarz**

where she now teaches. But Kristen took a different path to her teaching career than most. Schwarz started as a part-time volunteer for the ag program in Fisher, to ensure students in the Red River Valley had a good ag program. Now, Kristen leads the ag program, and provides skills and experiences for Fisher students that set the foundation for a lifelong career in the community, if that's what they choose.

When you walk into Schwarz's classroom, you might find a lesson on ear notching swine or building a new greenhouse to help feed the community. It's anyone's guess, but it will for surely be practical and fun.

### Outside the Box

Schwarz focuses on helping students imagine what their future looks like and starts developing skills and solutions to help build that future. Her knowledge and skillset is broad and her community connections are deep. With her skillset, Schwarz offers CDL training for future truck drivers, Ag Business classes for future farmers, animal health for future veterinarians, technology supports for future Agronomists or Accountants, and CNA classes for future nurses. She encourages her students dream, and she helps fulfill those dreams.

"Her students are learning so much more than just the letters and the numbers," said Superintendent Evan Hanson. "They're learning about life."

### Genuine Care

Many students refer to Schwarz as a 'role model' or a 'second mom.' There is no doubt she genuinely cares for her students and their dreams.

"Mrs. Schwarz is just so fun, she's really inspiring, and she can do anything you can think of," said Danika, a student of Schwarz.

In addition to her care for her students, Schwarz has a genuine love for the Fisher community, spending her free time helping revitalize the town of Fisher and ensure that the vibrant community she remembers from

**Continued on Page 22**



## Dr. Heidi Miller, Anoka-Hennepin Schools, Selected NAESP Outstanding Assistant Principal™ from Minnesota



Dr. Heidi Miller, assistant principal of Rum River Elementary School in the Anoka-Hennepin Schools District and a member of the Minnesota Elementary School Principals' Association (MESPA), is Minnesota's 2022 NAESP National Outstanding Assistant Principal. MESPA and the National Association of Elementary School Principals (NAESP) present this prestigious award.

The National Outstanding Assistant Principal™ program was established in 2011 to honor assistant principals who are

doing a superb job in their roles. NAESP is committed to preparing assistant principals to step into the principal role. This program promotes educational excellence for pre-kindergarten through eighth grade (PreK-8) schooling and calls attention to the fundamental importance of the assistant principal. NAESP will share their successes and best practices in a practical document for other principals to utilize.

Lynn Shereé Lesmeister, a kindergarten teacher at Rum River Elementary, singled out Dr. Miller's dedication and attitude as some of her greatest strengths. Lesmeister said, "I have been an educator for over 30 years and I have never experienced someone in her position with such a combination of professionalism, drive, and warmth. She radiates positivity."

Dr. Miller considers collaboration to be one of her best practices as an educator. She explained that staff groups meet weekly to analyze student data and have open conversations about what is working, what needs to change, and create an action plan.

She said, "Establishing vulnerable and supportive teams throughout our school sets the tone of our school's positive culture and happy staff morale." Dr. Miller attributes

improvements in academic achievement, staff morale, and decreases in undesirable behaviors at Rum River to this collaborative practice.

When the COVID-19 pandemic hit, Dr. Miller recognized the major shift taking place in her school and took the opportunity to build practices that would support the entire school community. She explained, "I worked with my teachers to ensure that their needs were met, that they felt supported and cared about and that we were able to successfully move forward as a united team." She considers shifting the educational practices at Rum River while protecting their vibrant school atmosphere to be one of her greatest accomplishments.

"Dr. Miller has a clear vision of excellence in teaching and learning and is able to convey this vision to staff members, students, and parents in a positive and collaborative manner," said Jeffrey Clusiau, principal at Rum River Elementary school. He praised her balanced leadership and holistic approach to the Assistant Principalship saying, "She provides consistent and fair leadership to staff members while supporting the mission of the school and school district by taking on a wide range of duties

and responsibilities within the school."

Dr. Miller has been working in the field of education for more than 10 years, serving as a classroom teacher, literacy specialist, and administrative intern before becoming Assistant Principal of Rum River Elementary in 2019.

"I am honored and humbled to be the recipient of this award," said Dr. Miller. "This recognition would not be possible without my school's dedication, determination, and grit. Together, we are all committed to educating our students and meeting their needs."

*Courtesy of Minnesota Elementary School Principals' Association (MESPA)*

[www.ahschools.us/  
rumriver](http://www.ahschools.us/rumriver)



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## Minnesota Educators of the Gifted and Talented



## Minneapolis Associate Educator named 2021–22 Education Support Professional of the Year



Tequila Laramée, an associate educator at Bethune Community School in Minneapolis, is the 2021-22 Education Minnesota Education Support Professional (ESP) of the Year.

As an associate educator in a kindergarten class at Bethune, Laramée assists the licensed teacher in the classroom with small literacy and math groups, behavioral support and social and emotional support for students.

Laramée has been with the district for

more than 10 years, also working at the before- and after-school care program. She has always been drawn to a career in education, especially to be a caring, trusted adult in the schools for kids who look like her.

“I want to show and educate students in poverty that they have choices,” Laramée said in her application materials for the award. “I want to introduce them to careers they maybe haven’t thought of and I want them to know they do not have to become stereotypes or a product of their environment.”

“From arrival to dismissal, she is engaged with students, supporting them, encouraging them and redirecting them as needed,” said Kari Ehlers, the kindergarten teacher at Bethune who works with Laramée, in her award recommendation letter. “She is able to connect with our students in such a caring and loving way that all the children feel safe and secure in her presence. Tequila also has made many impactful relationships with families, reaching out regarding students, providing support and helping families feel our Bethune love.”

As the new Minnesota ESP of the Year, Laramée will receive a new Apple iPad and a \$1,200 honorarium. She will also be

nominated for the National Education Association’s ESP of the Year and will receive an all-expenses paid trip to the awards ceremony, if it is held in person.

“ESPs are often the first people that interact with our students each day and the last ones to say goodbye,” said Education Minnesota President Denise Specht. “The dedication Tequila has for her work and the love she has for her students is what helps them see value in themselves and their learning. In addition, her leadership in her union makes sure that all students, and educators, are seen and have their voices heard.”

Laramée has been involved in the Minneapolis Federation of Teachers and Education Support Professionals local in many ways. She has spent her summers organizing and engaging with members about getting more involved with their union. She was elected to the ESP Chapter Executive Board and most recently was elected to the position of treasurer, which is shared between the teacher and ESP chapters. Laramée is the first ESP to hold that position within the union.

“I stand up and speak for what I believe in, for what ESPs deserve and for our students. I show up, work hard and do my best

at whatever it is I am doing,” she said. “I find many ESPs also being too busy and not having the time to be involved. I believe it is so important to be involved, because we’re not just fighting for ourselves, we’re fighting for the safety and education of our students. They are our future.”

The winner of the Education Support Professional of the Year award is selected by a five-member selection committee that includes three leaders of Education Minnesota, the winner in the previous year and a representative of an external organization.

*Courtesy of Education Minnesota*

[bethune.mpls.k12.mn.us](http://bethune.mpls.k12.mn.us)



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# Minnesota's Six Blue Ribbon Schools 2021



The National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. Every year the U. S. Department of Education seeks out and celebrates great American schools, schools demonstrating that all students can achieve to high levels. Now in its 39th year, the National Blue Ribbon Schools Program has bestowed more than 10,000 awards to over 9,000 schools, with some schools winning multiple awards. Schools are eligible for nomination after five years. The coveted National Blue Ribbon School award affirms the hard work of students, educators, families, and communities in creating safe and welcoming schools where students master challenging and engaging content. The National Blue Ribbon School flag gracing an entry or flying overhead is a widely recognized symbol of exemplary teaching and learning.

*Congratulations!*

## Atkinson Elementary School — Barnesville, MN



### Barnesville Public Schools

Barnesville Public Schools (ISD #146) is a rural district in the heart of lakes country, located 25 miles from Fargo-Moorhead. Barnesville is the ideal community to enjoy small town living with the benefits of a metro area.

In 2012, Atkinson made the decision to become a 1:1 iPad school. It was a shared belief that technology was/is an important compo-

nent in an ever-changing world for which students need to be adequately prepared. The transition to iPads did not happen overnight. It took effort and training to become comfortable enough to incorporate them into our daily educational process. The experience we gained throughout these years made our transition to distance learning during the spring of 2020, a much more successful one. With a solid foundation for distance learning in place, teachers were able to focus their attention on creating digital lessons and spend less time educating themselves on operating specific programs.

Along with the strides made in the area of technology, the most important factor in our overall success as a school has always been our incredible staff. As new and unforeseen challenges arise, solutions are discovered. Through teamwork and perseverance, we have had a very successful year despite all of the obstacles in our way. Our staff has done an outstanding job accommodating our students for two simple reasons - they are dedicated professionals and they care about their students.

[barnesville.k12.mn.us](http://barnesville.k12.mn.us)



## McKinley Elementary School — Ham Lake, MN



### Anoka-Hennepin School District

McKinley Elementary is one of twenty-six elementary schools in Minnesota's largest school district, Anoka-Hennepin District #11. We are the only public school located in the northern suburb of Ham Lake, which is situated just north of the Twin Cities.

Our underlying belief is that all students have the potential to succeed and that supporting the whole child in their social, emotional and academic growth is at the core of what we do. The relationships cultivated between students, families and the community were made stronger during the pandemic. In order for students to be successful during distance learning, they needed to be able to stay connected with their teachers and classmates from home. Our community came together to make sure all students had access to technology and reliable internet access.

During the last half of the school year, our families had the option to have their students

attend school virtually or in-person. Nearly 95% of our students were learning in-person every day. The confidence and trust that families showed in sending their children to school, in-person, is a wonderful compliment to our school.

Community involvement and pride in our school are a tremendous part of who we are. Our PTO has been an integral part of the support system for our school community. The organization is fully committed to annual events that bring our school together. These events are always well attended and a great way to build community and grow friendships among our students, families and staff.

We believe that once a McKinley Bulldog, always a McKinley Bulldog! We are proud of our Bulldogs and have been impressed with their accomplishments, while at McKinley and in the years after they leave our building.

[ahschools.us/mckinley](http://ahschools.us/mckinley)



## Minnetonka West Middle School — Excelsior, MN



### Minnetonka School District

The Minnetonka Middle School West community believes high expectations combined with high levels of support ensure outstanding personal growth and unparalleled academic achievement. The school is committed to nurturing the strengths and potential of every student so that middle schoolers develop into confident, courageous and kind citizens of their local and global communities. MMW is a warm, inclusive and connected place rooted in strong relationships that honor the voices and experiences of students, staff and families.

MMW's focus on high-quality, innovative and diverse opportunities in all aspects of the student experience creates a school environment that transcends traditional definitions of excellence. In addition to optional Spanish and Chinese Immersion programs, students explore rigorous grade-level or advanced core and elective academic content and a wide range of extracurricular activities, clubs and athletics. MMW is also a 1:1 iPad school. Technology is leveraged to enhance instructional clarity, collaboration and critical thinking while allowing for personalization of

learning styles responsive to student needs.

MMW is unique in that while it is a large, suburban middle school of 1300 students, it operates on a small, individualized scale. The school's primary strength is instructional flexibility rooted in innovation. The range of extended programming includes social emotional lessons and skill building; focused interventions in math, reading and study skills; and daily opportunities for enhanced instruction. School leaders believe that with the right support in place, every student will succeed, and that this success fosters the collective joy and excitement of lifelong learning and personal fulfillment.

[minnetonkaschools.org](http://minnetonkaschools.org)



## Roosevelt Middle School — Blaine, MN



### Anoka-Hennepin School District

Roosevelt Middle School is located in Blaine, Minnesota, and is one of the schools in the Anoka-Hennepin School District, the largest in Minnesota located in the northern suburbs of Minneapolis. It has an enrollment of approximately 800 students although had nearly 1400 students prior to school boundary alignments pre-pandemic. Roosevelt has long had a history of strong state test scores relative to other schools in the district and other demographic-like schools in Minnesota. This is due to a strong, veteran staff that values the social and emotional connections with students and making sure they feel valued at Roosevelt.

During the 2021-22 school year Roosevelt has added the district middle level online program called the Virtual Academy. As with other challenges such as the boundary changes or the shut down to distance learning during the pandemic, Roosevelt continued to provide a strong education to its students. It will continue to do so for families that continue to choose to learn in a virtual format in the future.

[www.ahschools.us/rms](http://www.ahschools.us/rms)



## Minnesota Rural Educator Awards 2021 Continued from Page 18

her childhood is sustained for generations to come.

MREA honored Schwarz as a 2021 Educator of Excellence for her innovation, collaboration and unwavering commitment to get results for her students.

[www.fisher.k12.mn.us](http://www.fisher.k12.mn.us)



### Science Teacher Engages Students Through Unique Experiences

*John VanKempen is known for bringing the unknown to his classroom.*

#### West Central Area Secondary School

West Central Area's cross country coach and science teacher John VanKempen doesn't know all the answers, but he encourages his students to learn by trial, experiments, and research. His students say they never know what they're in for when they walk into "VK's room."



**John VanKempen**

"He's one of the most influential and engaging teachers that I've had throughout high school," said Brynn, a student of VanKempen's who is also one of the athletes on his cross country team.

#### Learning Through Experiences

Known affectionately throughout the school as "VK," VanKempen mixes fun expe-

riences with impactful lessons.

"He creates unique experiences for kids and I'm so excited every time he comes into my office and says he has an idea, and I want to say 'yes' before he even asks the question," said Susan Knutson, West Central Area Secondary School Principal. "He knows how to push students to help them want to go deeper and arrive at answers to questions. Kids know when they take his class that it's going to be a little bit of everything. He doesn't like to sit behind a desk all day either."

VanKempen doesn't give his students all the answers, but rather encourages them to figure it out on their own. "They have the whole world at their fingertips," VanKempen said. "What I really emphasize in my teachings is working in a group, problem solving, and finding answers to questions that maybe takes a little bit more work and isn't straightforward."

#### Outdoor Adventures

One of VanKempen's most well-known classes is "Outdoor Adventures," which leads

students through the preparation process to take a group trip to the Boundary Waters. For months ahead of time, he helps students prepare, pack, freeze-dry food, and learn to portage. His hope is to prepare students for experiencing the outdoors and preparing for other outdoor adventures, hopefully instilling a sense of adventure and a love for the outdoors.

"He never stops looking for new ways to engage kids," said Knutson. "He just wants them to be passionate about learning and science, and he knows that it's not just going to come naturally, so he's going to fight for it."

MREA honored VanKempen as a 2021 Educator of Excellence for his innovation, collaboration and unwavering commitment to get results for his students.

[secondary.isd2342.org](http://secondary.isd2342.org)



## Minnesota's Six Blue Ribbon Schools 2021 Continued from Page 21

### St. Croix Preparatory Academy Middle School — Stillwater, MN



St. Croix Preparatory Academy is a K-12 charter school with around 1,200 students located in Stillwater, Minnesota. Our school is split up into three divisions: lower (K-4), middle (5-8), and upper (9-12). We combine classical education with a culture of character. This small community allows us to create a supportive learning environment where students can build relationships with their teachers throughout their K-12 education. Our school community partners with families who are truly invested in their children's education. Teachers are furiously passionate about meeting students where they are, while still upholding high expectations and rigor. We believe students can meet the goals we set for them when given the proper scaffolding and support.

The middle school focuses on providing a teaching and learning environment to students based on the logic stage in the Trivium. We believe that art and music are fundamental to student learning. Each student explores

the written language through Latin, Language, and Logic. Students read a series of Canon books as they explore different writing styles across genres. The Canon paired with core classes provides students with an educational learning opportunity to develop their listening, speaking, reading, and writing. This classical model focuses on providing students with life-long educational tools to learn and think for themselves.

We believe teaching students the skills to be successful across grade levels will not only help them reach their career but life goals.

[www.stcroixprep.org](http://www.stcroixprep.org)



### Twin Lakes Elementary School — Elk River, MN



#### Elk River School District

Twin Lakes Elementary School embraces a mission to educate, inspire and empower students to contribute to our global communities,

and it has lived that mission since opening in 2007. Twin Lakes Elementary School has been the cornerstone for residents of northeast Elk River, Minnesota, in the heart of Independent School District 728.

Through much growth and change during the 2010s, Twin Lakes established itself as a state and district leader in academic excellence. Twin Lakes achieves this through building relationships with parents, students and staff, creating a culture of a true, neighborhood school. Using the tenets of Positive Behavioral Interventions and Supports (PBIS), TLES emphasizes the importance of respect, responsibility, kindness and safety as demonstrated by its students, families, staff and community.

Over the past decade, Twin Lakes has been a leader amongst school in mathematics, reading and science, establishing itself as a Minnesota School of Excellence winner. We believe in being good stewards for our future. Our building is LEED Certified, just one of 16 school buildings to attain that certification in Minnesota. Our principal, custodial team and other staff have a tradition of taking students on a tour of the building to highlight, explore and discuss the unique, energy-efficient designs of the building, allowing students to appreciate and respect their school environment and the building's impact on our neighborhood.

Through innovation and creative programs and curriculum, Twin Lakes has built a sense of "Otter Pride". This sense of connection has led to the success of the "whole child", looking beyond the classroom and into the family unit. That creativity starts each

day with WTLN - the Twin Lakes "news" network - which teaches the four core values mentioned above and brings it into the home. Through rewards, highlight videos and more, the values are used to lift up students who are living the Otter Pride example each day.

[www.isd728.org/TwinLakes](http://www.isd728.org/TwinLakes)



*Both public and non-public schools are eligible for the National Blue Ribbon Schools award based on school performance. Schools may be nominated for the award only once within a five-year period.*

*If you represent a public school and believe your school qualifies for National Blue Ribbon School status, you may contact the NBRS state liaison affiliated with your State Department of Education. While most states do nominate public schools for this prestigious award, a few choose not to participate.*

*If you represent a non-public school, please contact the Council for American Private Education (CAPE) by email: [brs@capenet.org](mailto:brs@capenet.org) or phone (301) 916.8460. Additional information is on CAPE's website: [www.capenet.org/brs.html](http://www.capenet.org/brs.html)*



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